



## MATHEWS ELEMENTARY

615 Chace Ave.  
Greenwood, SC 29646

**GRADES** PK-5 Elementary School

**ENROLLMENT** 384 Students

**PRINCIPAL** Pearly Milton 864-941-5680

**SUPERINTENDENT** William P. Steed, Ed.D. 864-941-5400

**BOARD CHAIR** Dru James 864-223-1878



## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 3         | 18   | 51      | 10            | 0              |

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

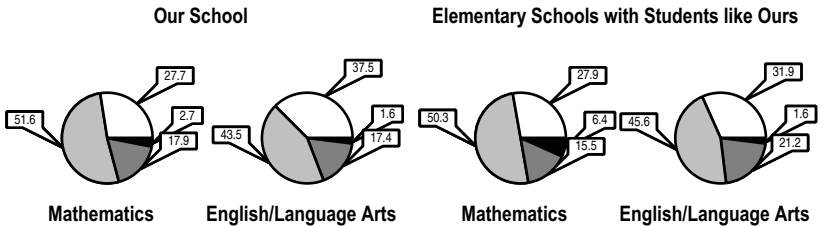
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




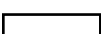
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|      | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average                | Below Average             | N/A                             |
| 2002 | Average                | Average                   | N/A                             |
| 2003 | Average                | Unsatisfactory            | No                              |
| 2004 |                        |                           |                                 |

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | <b>Teachers</b> | <b>Students</b> | <b>Parents</b> |
|--|-----------------|-----------------|----------------|
| Number of surveys returned                             | 36              | 62              | 48             |
| Percent satisfied with learning environment            | 97.1%           | 93.4%           | 85.1%          |
| Percent satisfied with social and physical environment | 80.0%           | 75.8%           | 79.1%          |
| Percent satisfied with home-school relations           | 80.6%           | 87.1%           | 87.0%          |

PACT PERFORMANCE BY GROUP

|                                | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts          |                                  |          |               |         |              |            |                              |                 |
| All students                   | 192                              | 100.0    | 37.5          | 43.5    | 17.4         | 1.6        | 19.0                         | 17.6            |
| Gender                         |                                  |          |               |         |              |            |                              |                 |
| Male                           | 108                              | 100.0    | 41.3          | 45.2    | 11.5         | 1.9        | 13.5                         | 17.6            |
| Female                         | 84                               | 100.0    | 32.5          | 41.3    | 25.0         | 1.3        | 26.3                         | 17.6            |
| Racial/Ethnic Group            |                                  |          |               |         |              |            |                              |                 |
| White                          | 69                               | 100.0    | 24.2          | 42.4    | 28.8         | 4.5        | 33.3                         | 17.6            |
| African-American               | 112                              | 100.0    | 43.1          | 46.8    | 10.1         | N/A        | 10.1                         | 17.6            |
| Asian/Pacific Islander         | 1                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Hispanic                       | 9                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| American Indian/Alaskan        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Disability Status              |                                  |          |               |         |              |            |                              |                 |
| Not disabled                   | 152                              | 100.0    | 33.1          | 44.1    | 20.7         | 2.1        | 22.8                         | 17.6            |
| Disabled                       | 40                               | 100.0    | 53.8          | 41.0    | 5.1          | N/A        | 5.1                          | 17.6            |
| Migrant Status                 |                                  |          |               |         |              |            |                              |                 |
| Migrant                        | N/A                              | 0.0      | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-migrant                    | 192                              | 100.0    | 37.5          | 43.5    | 17.4         | 1.6        | 19.0                         | 17.6            |
| English Proficiency            |                                  |          |               |         |              |            |                              |                 |
| Limited English proficient     | 2                                | 100.0    | N/A           | N/A     | N/A          | N/A        | N/A                          | 17.6            |
| Non-limited English proficient | 190                              | 100.0    | 36.8          | 44.0    | 17.6         | 1.6        | 19.2                         | 17.6            |
| Socio-Economic Status          |                                  |          |               |         |              |            |                              |                 |
| Subsidized meals               | 143                              | 100.0    | 41.2          | 44.9    | 13.2         | 0.7        | 14.0                         | 17.6            |
| Full-pay meals                 | 49                               | 100.0    | 27.1          | 39.6    | 29.2         | 4.2        | 33.3                         | 17.6            |

|                                |     |       |      |      |      |     |      |      |
|--------------------------------|-----|-------|------|------|------|-----|------|------|
| Mathematics                    |     |       |      |      |      |     |      |      |
| All students                   | 192 | 100.0 | 27.7 | 51.6 | 17.9 | 2.7 | 20.7 | 15.5 |
| Gender                         |     |       |      |      |      |     |      |      |
| Male                           | 108 | 100.0 | 29.8 | 52.9 | 15.4 | 1.9 | 17.3 | 15.5 |
| Female                         | 84  | 100.0 | 25.0 | 50.0 | 21.3 | 3.8 | 25.0 | 15.5 |
| Racial/Ethnic Group            |     |       |      |      |      |     |      |      |
| White                          | 69  | 100.0 | 15.2 | 47.0 | 31.8 | 6.1 | 37.9 | 15.5 |
| African-American               | 112 | 100.0 | 34.9 | 55.0 | 9.2  | 0.9 | 10.1 | 15.5 |
| Asian/Pacific Islander         | 1   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Hispanic                       | 9   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| American Indian/Alaskan        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Disability Status              |     |       |      |      |      |     |      |      |
| Not disabled                   | 152 | 100.0 | 23.4 | 51.0 | 22.1 | 3.4 | 25.5 | 15.5 |
| Disabled                       | 40  | 100.0 | 43.6 | 53.8 | 2.6  | N/A | 2.6  | 15.5 |
| Migrant Status                 |     |       |      |      |      |     |      |      |
| Migrant                        | N/A | 0.0   | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Non-migrant                    | 192 | 100.0 | 27.7 | 51.6 | 17.9 | 2.7 | 20.7 | 15.5 |
| English Proficiency            |     |       |      |      |      |     |      |      |
| Limited English proficient     | 2   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | 15.5 |
| Non-limited English proficient | 190 | 100.0 | 26.9 | 52.2 | 18.1 | 2.7 | 20.9 | 15.5 |
| Socio-Economic Status          |     |       |      |      |      |     |      |      |
| Subsidized meals               | 143 | 100.0 | 31.6 | 52.9 | 14.7 | 0.7 | 15.4 | 15.5 |
| Full-pay meals                 | 49  | 100.0 | 16.7 | 47.9 | 27.1 | 8.3 | 35.4 | 15.5 |

Abbreviations for Missing Data

|     |                |     |               |     |              |     |                     |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

**PACT PERFORMANCE BY GRADE LEVEL**

|                       |         | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts |         |                                  |          |               |         |              |            |                              |
| 2002                  | Grade 3 | 59                               | N/A      | 27.1          | 42.4    | 28.8         | 1.7        | 30.5                         |
|                       | Grade 4 | 51                               | N/A      | 23.5          | 52.9    | 23.5         | N/A        | 23.5                         |
|                       | Grade 5 | 73                               | N/A      | 23.3          | 56.2    | 20.5         | N/A        | 20.5                         |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2003                  | Grade 3 | 63                               | 100.0    | 23.3          | 50.0    | 25.0         | 1.7        | 26.7                         |
|                       | Grade 4 | 66                               | 100.0    | 39.1          | 37.5    | 20.3         | 3.1        | 23.4                         |
|                       | Grade 5 | 63                               | 100.0    | 50.0          | 43.3    | 6.7          | N/A        | 6.7                          |
|                       | Grade 6 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 7 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                       | Grade 8 | N/A                              | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

| Mathematics |         |     |       |      |      |      |     |      |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002        | Grade 3 | 59  | N/A   | 49.2 | 35.6 | 11.9 | 3.4 | 15.3 |
|             | Grade 4 | 51  | N/A   | 29.4 | 47.1 | 19.6 | 3.9 | 23.5 |
|             | Grade 5 | 73  | N/A   | 28.8 | 47.9 | 17.8 | 5.5 | 23.3 |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| 2003        | Grade 3 | 63  | 100.0 | 16.7 | 63.3 | 16.7 | 3.3 | 20.0 |
|             | Grade 4 | 66  | 100.0 | 31.3 | 42.2 | 21.9 | 4.7 | 26.6 |
|             | Grade 5 | 63  | 100.0 | 35.0 | 50.0 | 15.0 | N/A | 15.0 |
|             | Grade 6 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 7 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
|             | Grade 8 | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |

SCHOOL PROFILE

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 384)                                |            |                       |  |                          |
| First graders who attended full-day kindergarten | N/A        | N/A                   | N/A  | N/A                      |
| Retention rate                                   | 4.8%       | Up from 4.6%          | 3.3%                                       | 2.4%                     |
| Attendance rate                                  | 96.9%      | Down from 97.4%       | 95.8%                                      | 95.9%                    |
| Meeting grade 1 and 2 readiness standards        | N/A        | N/A                   | N/A  | N/A                      |
| Eligible for gifted and talented                 | 9.1%       | Down from 11.8%       | 9.5%                                       | 13.2%                    |
| On academic plans                                | N/A        | N/A                   | N/A  | N/A                      |
| On academic probation                            | N/A        | N/A                   | N/A  | N/A                      |
| With disabilities other than speech              | 10.6%      | Up from 10.3%         | 9.7%                                       | 8.0%                     |
| Older than usual for grade                       | 1.6%       | No change             | 1.9%                                       | 1.1%                     |
| Suspended or expelled                            | 0.3%       | No change             | 0.0%                                       | 0.0%                     |

|                                       |          |                  |           |           |
|---------------------------------------|----------|------------------|-----------|-----------|
| Teachers (n= 33)                      |          |                  |           |           |
| Teachers with advanced degrees        | 42.4%    | Down from 45.5%  | 43.2%     | 50.0%     |
| Continuing contract teachers          | 87.9%    | Down from 93.9%  | 84.6%     | 85.3%     |
| Highly qualified teachers             | N/A      | N/A              | N/A       | N/A       |
| Teachers returning from previous year | 89.4%    | Up from 88.5%    | 85.8%     | 86.2%     |
| Teacher attendance rate               | 93.8%    | Down from 94.5%  | 94.9%     | 95.3%     |
| Average teacher salary                | \$39,786 | Up 2.0%          | \$39,347  | \$39,909  |
| Prof. development days/teacher        | 9.9 days | Up from 9.1 days | 12.1 days | 11.4 days |

|                                    |           |                     |           |           |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School                             |           |                     |           |           |
| Principal's years at school        | 3.0       | Up from 2.0         | 4.0       | 4.0       |
| Student-teacher ratio              | 17.8 to 1 | Down from 18.5 to 1 | 18.3 to 1 | 18.9 to 1 |
| Prime instructional time           | 90.2%     | Down from 91.1%     | 89.5%     | 89.7%     |
| Dollars spent per pupil*           | \$6,234   | Up 4.5%             | \$6,067   | \$5,892   |
| Percent spent on teacher salaries* | 65.6%     | Up from 62.6%       | 66.1%     | 66.6%     |
| Opportunities in the arts          | Good      | No change           | Good      | Good      |
| Parents attending conferences      | 98.4%     | Down from 99.0%     | 99.0%     | 99.0%     |
| SACS accreditation                 | yes       | N/A                 | yes       | yes       |

\* Prior year audited financial data are reported.

|   | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |

| Abbreviations for Missing Data |                |            |               |            |              |            |                     |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| <b>N/A</b>                     | Not Applicable | <b>N/C</b> | Not Collected | <b>N/R</b> | Not Reported | <b>I/S</b> | Insufficient Sample |

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Mathews Elementary School continues to be a great place to learn. Each day the people at our school work with students and parents to find ways to help every child achieve.

The highlight of our year was the completion and dedication of Our Outdoor Learning Center in September. This building was made possible through the efforts of The Next Generation of the Self Family Foundation, the PTO, and many caring businesses from the community.

Other areas of which we are especially proud include:

Completing the second year of our Tutorial Assistance Subgrant from the SC READS initiative. This grant allowed us to provide after school assistance for students in grades K-5.

Our staff development initiatives on developing a Balanced Literacy Program and Technology. Write From the Beginning was implemented.

Receiving National Exemplary HOSTS status for our HOSTS program.

Our efforts to increase parental and community involvement through family nights at school and in the community as well as special days/events such as Career day, Grandparents Day, Veterans Day, and our Fall Carnival.

Having the artist in residence, Ms. Nancy Basket, teach our children to make baskets from kudzu.

Our efforts to beautify our campus, which included the forming of several flower gardens and a new parking area for visitors.

The never-ending support of our PTO and School Improvement Council.

The PTO funded new cafeteria tables, teacher grants, and reading awards for our Accelerated Reading Program. They also continue to publish our school newsletter.

Mathews Elementary School

Where students think, dream, believe and achieve!

Pearly Milton, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.